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ABSTRACT

This curriculum guide was developed for a one-credit course for students in high schools in Manitoba. The course is designed to help students who wish to improve their keyboarding skills to acquire proficiency in using a high-end word processing package, whether for personal or vocational competence. This guide is for the introductory course in a series of two that develop word processing proficiency. The guide includes the following components: (1) an employability skills profile; (2) recommended program patterns for business education courses; (3) rationale for the program; (4) evaluation methods; (5) time allotments; (6) goals and objectives; and (7) five units of study. The units cover these topics: getting started, keyboarding skills development, introductory features, formatting, and other features. Units consist of a goal, objectives, and teaching methods keyed to the objectives. A bibliography listing 7 texts, 10 guides to WordPerfect, 5 guides to Microsoft Word, and 1 guide to Commodore computers, and a list of 9 resources and sources for materials completes the guide. (KC)

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Word Processing 30G

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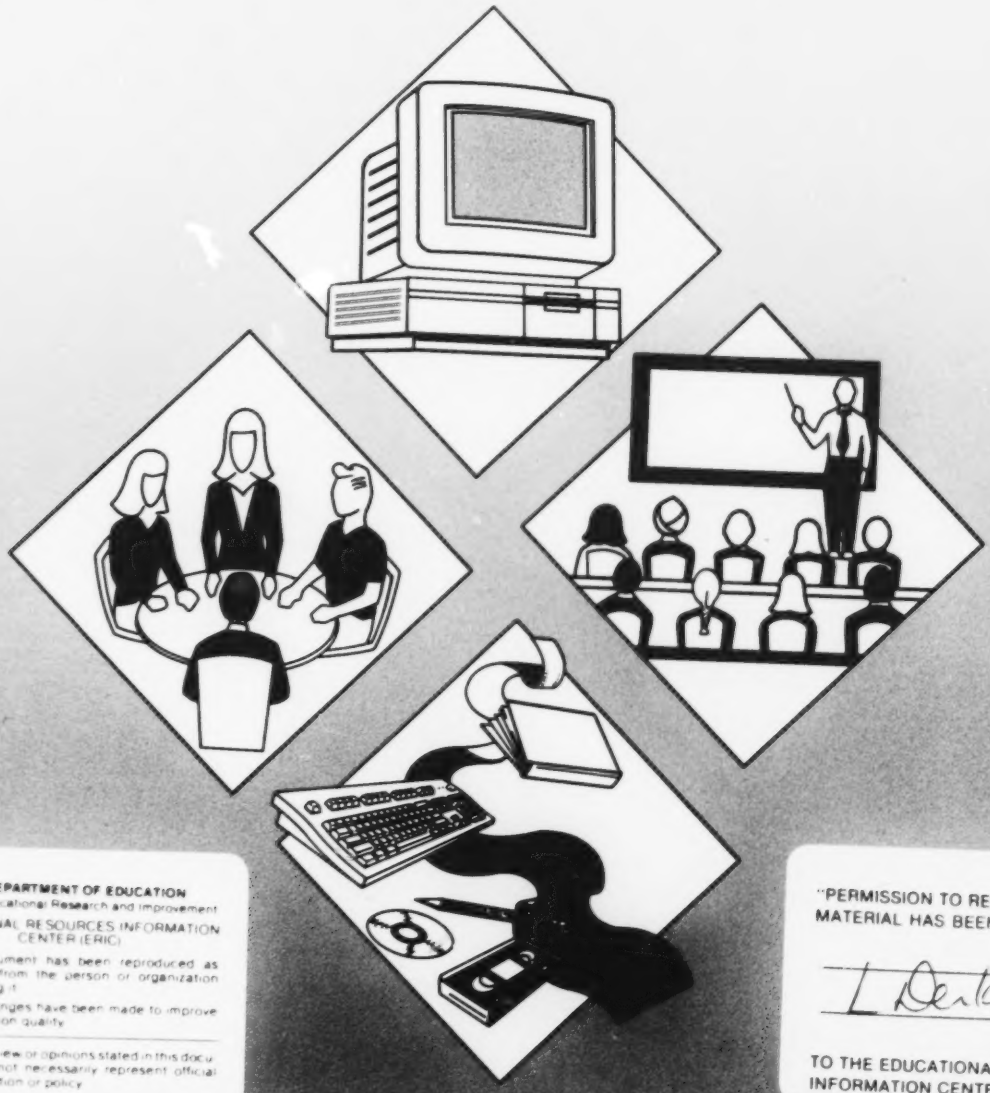

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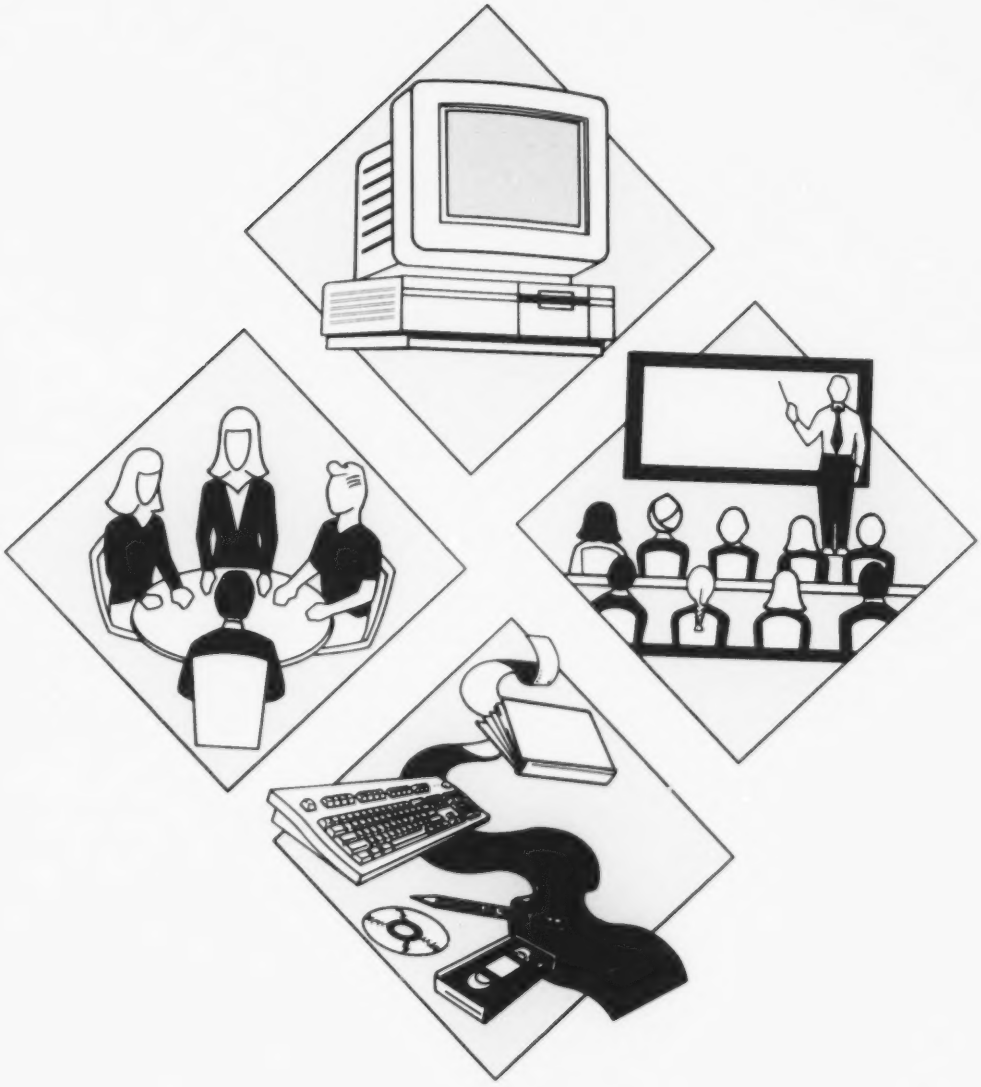

Interim Guide

Manitoba
Education
and Training

ISBN 0-7711-1138-X

WORD PROCESSING 30G

This guide replaces, in part, the Typewriting 202 and 302 guides of 1982, and becomes effective September, 1993. The contents have been developed as part of the review of the Business Education cluster of courses which are affected by computer technology.

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EMPLOYABILITY SKILLS PROFILE: The Critical Skills Required of the Canadian Workforce

Academic Skills

Those skills which provide the basic foundation to get, to keep, and to progress on a job and to achieve the best results.

Canadian employers need people who are able to

Communicate
- Understand and speak the languages in which business is conducted
- Listen to understand and learn
- Read, comprehend, and use written materials, including graphs, charts, and displays
- Write effectively in the languages in which business is conducted

Think
- Think critically and act logically to evaluate situations, solve problems, and make decisions
- Understand and solve problems involving mathematics and use the results
- Use technology, instruments, tools and information systems effectively
- Access and apply specialized knowledge from various fields, e.g., skilled trades, technology, physical sciences, arts and social sciences

Learn
- Continue to learn for life

Personal Management Skills

The combination of skills, attitudes and behaviours required to get, to keep, and to progress on a job and to achieve the best results.

Canadian employers need people who demonstrate

Positive Attitudes and Behaviours
- Self-esteem and confidence
- Honesty, integrity, and personal ethics
- A positive attitude toward learning, growth, and personal health
- Initiative, energy, and persistence to get the job done

Responsibility
- Ability to set goals and priorities in work and personal life
- Ability to plan and manage time, money, and other resources to achieve goals
- Accountability for actions taken

Adaptability
- Positive attitudes toward change
- Recognition of and respect for people's diversity and individual differences
- The ability to identify and suggest new ideas to get the job done – creativity

Teamwork Skills

Those skills needed to work with others on a job and to achieve the best results.

Canadian employers need people who are able to

Work with Others
- Understand and contribute to the organization's goals
- Understand and work within the culture of the group
- Plan and make decisions with others and support the outcomes
- Respect the thoughts and opinions of others in the group
- Exercise "give and take" to achieve group results
- Seek a team approach as appropriate
- Lead when appropriate, mobilizing the group for high performance

There is a growing concern that many young people do not see the direct relevance of what they are learning in school to their needs in later life. The Conference Board of Canada has identified the critical skills, qualities, and abilities that students will require to make a successful transition from school to work. These skills are developed through a variety of life experiences provided by parents, integrated educational approaches in schools, post-secondary institutions, actions that support skill development on the job, and formal and informal opportunities for updating skills throughout life.

RECOMMENDED PROGRAM PATTERNS

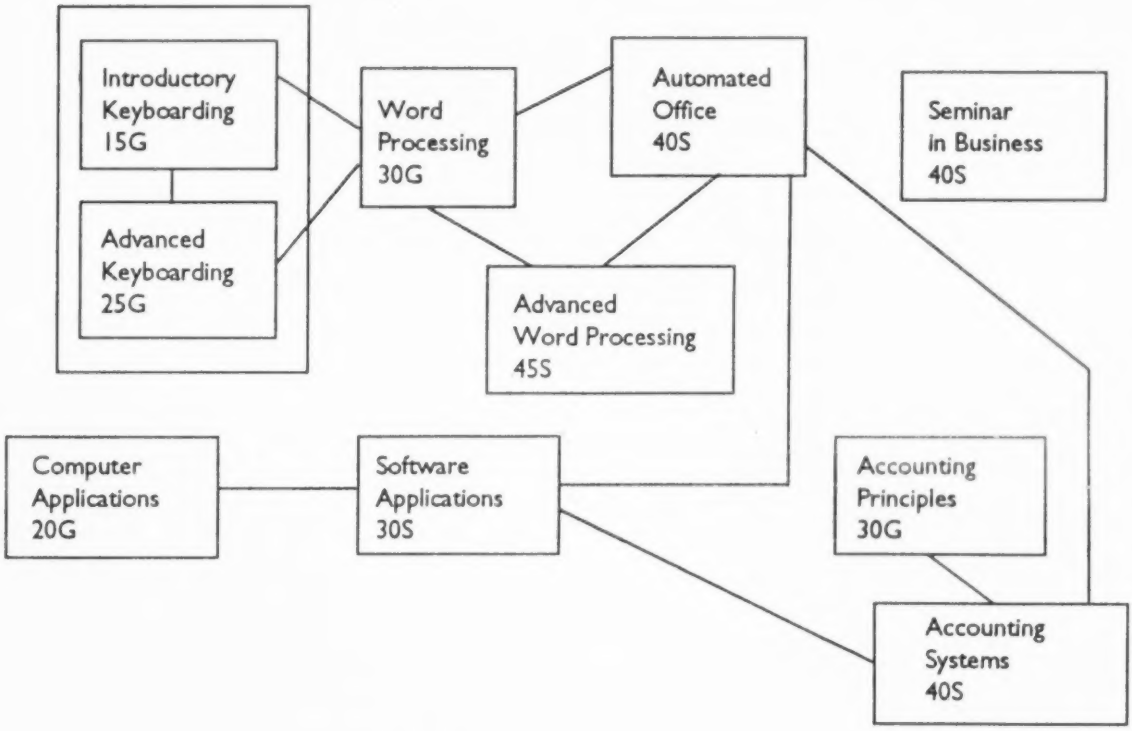
This flowchart is meant to provide schools with a recommended sequence of studies for the new Business Education courses. While the prerequisite to any course is at the discretion of the school, the skill development as shown in the flowchart is recommended. However, it is left to schools to schedule courses and to advise students based upon the educational readiness of individual students.

Exploration of Business 10G/15G*

General Business 20G/25G*
Retailing 20S

Business Principles 30G
Shorthand and Transcription 30S
Promotions 30S
Relations in Business 30S

Economics 40G
Law 40G
Shorthand and Transcription 40S
Management 40S
Marketing Practicum 40S



* Under development

RATIONALE

Word Processing 30G is a one credit course for students who wish to improve their keyboarding skills to acquire proficiency in using a high-end word processing package. It is designed for all students whether they intend to utilize this skill for personal use or wish to pursue vocational competency by subsequently enrolling in **Advanced Word Processing 45S**. It is the introductory full credit course in a series of two courses that develop word processing proficiency.

Word Processing 30G requires that each student have access to the relevant software and hardware, and that they have a prerequisite of **Advanced Keyboarding 25G** or can demonstrate equivalent keyboarding competency. The chart below illustrates the normal progression of courses in acquiring vocational competency in the Keyboarding/Word Processing sequence

Introductory Keyboarding 15G	Advanced Keyboarding 25G	Word Processing 30G	Advanced Word Processing 45S

EVALUATION

Word Processing 30G has two main purposes. Students will improve their keyboarding and language skills and will become proficient in using a professional-level word processing package in the production of meaningful materials. Although **Word Processing 30G** is not specifically designed to meet vocational standards, it provides the foundation for further study which leads to vocational competency in **Advanced Word Processing 45S**. All students should have completed **Advanced Keyboarding 25G** or have acquired equivalent skills before enrolling in **Word Processing 30G**. The term "mailable document" is used throughout this guide. The criteria for a mailable document are

- No keyboarding or spelling errors
- Composition, grammatical structure, and punctuation should be correct
- Format should conform to accepted standard

The emphasis in evaluation should be on improvement of keyboarding skills and proficiency in word processing applications.

Evaluation for accuracy should be a maximum of four errors in five minutes. Students should be able to keyboard at the rate of 40-50 words a minute.

Guidelines for Evaluation

Keyboarding Skills Development		20%
Technique	5%	
Accuracy/Speed	15%	
Introductory Features and Formatting		60%
Other Features		20%
		100%

TIME ALLOTMENTS

Word Processing 30G is a one-credit course that has been developed and approved by Manitoba Education and Training for general purposes. It represents 110 to 120 hours of instruction.

The following guidelines for time allotments are recommended

UNITS	HOURS
1. Getting Started	2
2. Keyboarding Skills Development	10 — 15
3. Introductory Features	3
4. Formatting	65
5. Other Features	30 — 35
	110 — 120

GOALS AND OBJECTIVES

Goals

1. To introduce students to the basic components of the word processing hardware and software.
2. To provide students with advanced keyboarding skills.
3. To teach students cursor movement and correction techniques.
4. To teach students character, paragraph, and document formatting.
5. To have students use special features of the word processing software.

Objectives

UNIT 1: GETTING STARTED

Startup

Students should be able to

- turn on the computer
- load the program
- retrieve a document
- key in text demonstrating word wraparound
- save a document
- print a document
- exit the program

UNIT 2: KEYBOARDING SKILLS DEVELOPMENT

Keystroking

Students should be able to

- demonstrate alphanumeric touch keyboarding with a speed of 40-50 wpm with a maximum of four errors in five minutes

UNIT 3: INTRODUCTORY FEATURES

Cursor Movement

Students should be able to

- move the cursor by character, word, line, screen, and page

Deleting Text

Students should be able to

- delete characters, words, lines, and blocks of text

Inserting Text

Students should be able to

- insert characters, words, lines, and blocks of text

Copying/Moving Text

Students should be able to

- copy text from the original location in a document and duplicate it in a second location in the same document
- move text from the original location in a document and relocate it in a second location in the same document

Proofreading

Students should be able to

- edit and proofread a document meeting all mailable standards

UNIT 4: FORMATTING

Character Formatting

Students should be able to

- underline text
- boldface text

- italicize text
- key in text in all capital letters
- change text from all uppercase or lowercase
- superscript and subscript text
- change the size and appearance of the base font/typeface

Paragraph Formatting

Students should be able to

- centre text
- justify text
- indent text from left and/or right margins
- change line spacing

Document Formatting

Students should be able to

- change left and right and top and bottom margins
- set left, centre, right and decimal aligned tabs with or without preceding leaders
- delete a single tab stop and delete all tab stops
- insert a single tab stop and insert multiple tab stops
- create and edit headers and footers
- number the pages in a document
- create and edit endnotes/footnotes
- create newspaper and parallel columns

UNIT 5: OTHER FEATURES

Special Features

Students should be able to

- split the screen and switch from one document to another document
- copy/move text from one document to another document
- search and replace text and special characters or codes
- perform a mail merge
- define and invoke macros
- spell-check a document using the speller program
- use the thesaurus program to find synonyms/antonyms for words in a document
- rename, copy, and delete files
- create, save, and retrieve standardized text

WORD PROCESSING 30G

UNIT 1: GETTING STARTED

GOAL: To introduce students to the basic components of the word processing hardware and software.

OBJECTIVES	METHODS
1.0 **Startup**	
Students should be able to	
1.1 turn on the computer	Familiarize students with varying keyboard formats.
1.2 load the program	Students should format their own diskettes in order to save their documents.
1.3 retrieve a document	
1.4 key in text demonstrating word wraparound	Computer care and operation should be introduced and reviewed.
1.5 save a document	
1.6 print a document	
1.7 exit the program	

UNIT 2: KEYBOARDING SKILLS DEVELOPMENT

GOAL: To provide students with advanced keyboarding skills.

OBJECTIVES	METHODS
1.0 **Keystroking** Students should be able to	
1.1 demonstrate alphanumeric touch keyboarding with a speed of 40-50 wpm with a maximum of four errors in five minutes	Use diagnostic/prescriptive techniques to improve the student's keystroking performance. Use both accuracy and speed drills to help improve the student's keyboarding skills.

UNIT 3: INTRODUCTORY FEATURES

GOAL: To teach students cursor movement and correction techniques.

OBJECTIVES	METHODS
1.0 **Cursor Movement** Students should be able to 1.1 move the cursor by character, word, line, screen and page	All cursor movement keys should be introduced and emphasis should be placed on moving the cursor quickly and with as few keystrokes as possible. With the insertion and deletion commands, the student should be able to split and merge paragraphs.
2.0 **Deleting Text** Students should be able to 2.1 delete characters, words, lines, and blocks of text	Typeover mode should be introduced.
3.0 **Inserting Text** Students should be able to 3.1 insert characters, words, lines, and blocks of text	Insert mode should be introduced.

UNIT 3: INTRODUCTORY FEATURES (CONT.)	
OBJECTIVES	METHODS
4.0 **Copying/Moving Text** Students should be able to 4.1 copy text from the original location in a document and duplicate it in a second location in the same document 4.2 move text from the original location in a document and relocate it in a second location in the same document	
5.0 **Proofreading** Students should be able to 5.1 edit and proofread a document meeting all mailable standards	Basic procedures for editing, composing, and proofreading should be reviewed. Mailable standards should be emphasized.

UNIT 4: FORMATTING

GOAL: To teach students character, paragraph, and document formatting.

OBJECTIVES	METHODS
1.0 **Character Formatting** Students should be able to 1.1 underline text 1.2 boldface text 1.3 italicize text 1.4 key in text in all capital letters 1.5 change text from all uppercase or all lowercase 1.6 superscript and subscript text 1.7 change the size and appearance of the base font/typeface	
2.0 **Paragraph Formatting** Students should be able to 2.1 centre text 2.2 justify text 2.3 indent text from left and/or right margins 2.4 change line spacing	Left and right paragraph indents, first line indents and hanging paragraph indents should be introduced.

UNIT 4: FORMATTING (CONT.)	
OBJECTIVES	METHODS
3.0 Document Formatting Students should be able to	
3.1 change left and right and top and bottom margins	Students should create documents utilizing all of the character, paragraph, and document formats.
3.2 set left, centre, right and decimal aligned tabs with or without preceding leaders	
3.3 delete a single tab stop and delete all tab stops	
3.4 insert a single tab stop and insert multiple tab stops	
3.5 create and edit headers and footers	Students should create documents with one and/or two headers and footers. Various formats and location of headers and footers should be identified. Numbering pages in headers should also be discussed.
3.6 number the pages in a document	Page numbers should be shown in various locations on even, odd or all pages. Turn page numbering on and off in the same document. Begin page numbering with a number other than one. Page breaks and widow/orphan lines should be discussed.

UNIT 4: FORMATTING (CONT.)	
OBJECTIVES	METHODS
3.7 create and edit endnotes/footnotes 3.8 create newspaper and parallel columns	

UNIT 5: OTHER FEATURES

GOAL: To have students use special features of the word processing software.

OBJECTIVES	METHODS
1.0 **Special Features**	
Students should be able to	
1.1 split the screen and switch from one document to another document	
1.2 copy/move text from one document to another document	
1.3 search and replace text and special characters or codes	Search and replace can be performed with or without confirm. Search and replace begins at the location of the cursor.
1.4 perform a mail merge	Mail merge refers to a master, main or primary form document into which variable information will be inserted. The variable information may be keyed in while merging or saved as a secondary or data document.
1.5 define and invoke macros	Macros may contain frequently used words, formats or commands.
1.6 spell-check a document using the speller program	
1.7 use the thesaurus program to find synonyms/antonyms for words in a document	

UNIT 5: OTHER FEATURES (CONT.)	
OBJECTIVES	METHODS
1.8 rename, copy, and delete files	
1.9 create, save, and retrieve standardized text	Information that stays the same is referred to as standardized text. Other names that refer to standardized text are document assembly, template, boilerplate, glossary and standardized documents. The standardized text may be a word, paragraph, page, company address, table or any text that is used repeatedly.

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RESOURCES

For current materials that can be used in the business education classroom, obtain a membership ($20) in the

Canadian Foundation for Economic Education
2 St. Clair Ave. West, Suite 501
Toronto, ON M4V 1L5

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Microsoft Works — Full Version — An integrated package containing word processing, data base management, spreadsheet with graphics and telecommunications.
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